



Department
for Education

Newly qualified teachers: annual survey 2017

Research report

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Social Science in Government

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Executive Summary

Ipsos MORI was commissioned by the National College for Teaching & Leadership (NCTL)¹ to conduct the 2017 Newly Qualified Teachers (NQTs) survey. The survey is the latest in a series, the most recent of which ran in 2016. The survey represents those NQTs who gained Qualified Teacher Status (QTS) between December 2015 and November 2016.² A sample of 4,923 was selected from NCTL's database of 20,940 eligible NQTs. The achieved sample size was 1,639³, with 1,490 responding online and 149 by post, between 28 August and 9 October 2017. Due to Government purdah, the fieldwork period was later than in previous years (18th May to 18th July in 2016). The later fieldwork period meant NQTs received an invitation to participate in the survey more than a year after they completed their induction.

Data are weighted by phase/route, region, life stage and gender to the profile of eligible NQTs in the population.

Below is a summary of the key findings from the report with statistically significant differences presented where relevant. Detailed findings are contained within the main body of the report

Perceptions of Initial Teacher Training (ITT)

Overall, NQTs were largely positive about the quality of their ITT. In line with previous years, eight in ten (81%) rated the overall quality as 7-10 out of 10.⁴ In contrast, just one in five (19%) gave a rating of 6 or below. Those who trained through School-Centred Initial Teacher Training (SCITT) led postgraduate courses and SCITT led School Direct (salaried) were the most positive (mean of 8.25 and 8.17 respectively compared to a mean rating of 7.66 overall).

¹ From 1 April 2018 the National College for Teaching Leadership was re-purposed to form the Teaching Regulation Agency. All NCTL functions except teacher regulation have been moved to the Department for Education.

² For ease respondents are referred to as NQTs throughout this report given that most of the survey asks about their experiences as an NQT. However, they were not officially NQTs at the time of the survey.

³ The number of responses received from NQTs on different routes is as follows: School Direct Salaried (216), School Direct Fee (316), Teach First (232), Postgraduate (678), Undergraduate (195). The number of responses received from NQTs at different providers is as follows: HEI led undergraduate (196), HEI led postgraduate (584), HEI led School Direct Salaried (125), HEI led School Direct Fee (230), HEI led School Direct Combined (355), SCITT led postgraduate (95), SCITT led School Direct Salaried (91), SCITT led School Direct Fee (86), SCITT led School Direct Combined (177).

⁴ A fuller breakdown of the 7-10 out of 10 group is follows: 19% gave a rating of 7 out of 10, 30% gave a rating of 8 out of 10, 19% gave a rating of 9 out of 10 and 12% gave a rating of 10 out of 10.

Seventy six per cent gave a score of 7-10 out of 10 that they would be likely to recommend their training provider/Teach First to someone else which is in line with 2016 (75%). However, the proportion giving a score of 10 (definitely would recommend) has fallen slightly from 36% in 2016 to 32% in 2017.

When asked to rate individual aspects of their training, NQTs were most positive about the quality of the taught programme.⁵ This represents an improvement from 2016: 75% gave a rating of 7-10 out of 10 in 2017 compared with 80% in 2016.

Preparedness for teaching

In line with the findings for the 2016 survey, NQTs felt positive about the extent to which their initial teacher training (including school placements) prepared them for teaching. Over 80% of NQTs gave a rating of 7-10 out of 10 for the following aspects:

- Following high standards of personal and professional conduct (91%)
- Taking responsibility for pupil safeguarding (91%)
- Planning effective lessons (80%)

Fewer than 50% of NQTs gave a rating of 7-10 out of 10 for the following aspects:

- Teaching reading and comprehension - secondary school (41%)
- Assessing the progress of SEND pupils (40%)
- Teaching pupils with English as an Additional Language (39%)

Workload

New for the 2017 survey, those who had completed or were currently progressing their statutory induction were asked about their experience of workload.

Sixty five per cent said they had a discussion about their workload with their training provider or placement school prior to induction. Among those who did have a discussion, 62% said the workload was the *same* as expected, though 28% said it was *bigger* than expected.

A higher proportion of Teach First NQTs reported that workload was as expected than NQTs overall (78% compared with 62%). However, Teach First NQTs were less likely

⁵ By “taught programme” we mean parts of the training which do not involve classroom teaching.

than those on other routes to have discussed what their workload would be like in their NQT year (49% compared with 65% overall)⁶.

When asked about the support they received to help eliminate unnecessary workload, NQTs were most positive about the support they received from their placement school; 52% felt they were encouraged to eliminate unnecessary workload relating to planning and teaching resources, and 47% felt they were encouraged to eliminate unnecessary workload related to marking. There was less evidence for support in reducing data management (38% of NQTs reported they had been encouraged to do this).

Perceptions of statutory induction overall

Building on their satisfaction with ITT, NQTs were also largely positive about their NQT year as a whole. Seventy six per cent of NQTs who had completed or were currently progressing through their statutory induction rated the overall quality of their NQT year as 7-10 out of 10. Moreover, 43% would give a high rating of 9-10 out of 10; which compares favourably to 32% of those rating the overall quality of training as 9-10 out of 10.⁷

NQTs were most likely to rate their induction as giving them the right amount of feedback on teaching observations (83%) followed by free time for planning, preparation and assessment (76%) and support from a tutor (75%). Guidance on identifying appropriate continuing professional development was rated least often as 'about right' (70%).

Moving into teaching

At the time of fieldwork, 85% of NQTs surveyed were in a full- or part-time teaching role; this was lower than in 2016 (90%). This was due to the decline in the proportion of the NQTs surveyed in a full-time teaching role (82% compared with 87% respectively). The proportion in a part-time role was unchanged (3%). There were no differences by phase, but the proportion of 'career changers' (i.e. those aged 33 and over) in a part-time role is higher than recent graduates (i.e. those aged under 25) (9% compared with 2% respectively).

⁶ It is important to bear in mind that in Teach First and other salaried routes, workload is discussed at the start of their training rather than before their NQT year, therefore, due to the delays in fieldwork, respondents on these routes may be less likely to recall these discussions in this survey.

⁷ Those who rated their NQT year highly were also positive about ITT. 77% scored the overall quality of the NQT year 7-10 out of 10. Of these 87% rated the overall quality of their ITT as 7-10 out of 10.

The most common means of finding out about teacher roles was through placement schools - three in ten (30%) of those in a full-time teaching role found out about their role from the school they trained at. Two in ten found out through teaching press/websites (22%) and through local authority websites (21%).

Other differences include:

- School Direct Salaried (60%) and Teach First NQTs (51%) were more likely than NQTs overall (30%) to have found their roles through training with schools.
- Primary-trained NQTs were more likely than secondary-trained NQTs to find jobs through Local Authority websites (32% compared to seven percent respectively).
- Secondary-trained NQTs were more likely to have found their role through the teaching press or websites (33% compared to 14% respectively), or through training at a school (33% compared with 28%) than their primary counterparts.
- Supply teachers were more likely to have found out about their roles via a recruitment agency/job search sites than NQTs overall (58% compared with 17%) or word of mouth (28% compared with 16%).

1 Background

In recent years, there has been a substantial shift in the way entrants to the workforce are trained. The annual survey of newly qualified teachers has been conducted since 2003 with a view to capturing their experience of training across all routes. The aim of this research report is to:

- understand NQTs' perceptions of the effectiveness of their teacher training in preparing them to teach;
- identify key differences in these perceptions across NQTs, and in particular, variations between those training via different routes and phases; and,
- identify areas for improvement in the future delivery of initial teacher training.

The survey covers the following different routes and providers, as outlined in table 1⁸.

Table 1: Training routes and provider options

Route/provider	Description
University-led options:	Universities and colleges offer teacher training courses for both graduates and undergraduates.
HEI-led undergraduate	Trainees gain both a degree and a recommendation for qualified teacher status (QTS) on a three- or four-year course, combining academic study with learning practical classroom skills. The majority of trainees on this route are training to teach at the primary level.
HEI-led postgraduate	Courses run full time over one year, or part time over two years. Training will include spending time at university, working with other trainees and being taught by university staff and others.
HEI-led School Direct salaried	Designed by groups of schools in partnership with a university. Similar to a school-led training option, but QTS is recommended by a university.
HEI-led School Direct fee	

⁸ These routes are no longer used by the department but were relevant at the time of the fieldwork. ITT options are now classified as either undergraduate, post-graduate fee funded, post-graduate salaried or assessment only. HEI-led undergraduate is now undergraduate. HEI-led postgraduate, HEI-led School Direct Fee, SCITT-led postgraduate and SCITT-led School Direct fee are now post-graduate fee funded. HEI-led School Direct salaried and SCITT-led School Direct salaried are now post-graduate salaried. Individuals undertaking assessment only were not part of the 2017 sample.

Route/provider	Description
School-led options:	School-led courses are referred to as the SCITT⁹ programme and School Direct training programme. SCITTs are networks of schools that have been approved to run school-centred courses. Trainees' experiences on SCITT and School Direct courses may be very similar in practice.
SCITT-led postgraduate	SCITT programme delivered by SCITT providers, leading to a postgraduate qualification awarded by an HEI and a recommendation for QTS.
SCITT-led School Direct salaried	Trainees are selected directly by the school or partnership and trainees earn a salary while they train. Courses normally take a year to complete and lead to a recommendation for QTS. Trainees are employed as an unqualified teacher while they learn 'on the job', and are supported by experienced teachers and mentors.
SCITT-led School Direct fee	Designed by groups of schools in partnership with a university or a School-Centred Initial Teacher Training (SCITT) provider, schools recruit trainees for specific job roles. Courses generally last a year and result in a recommendation for qualified teacher status (QTS) – most also award a PGCE and/or Master's-level credits. Training is in at least two schools, with 'on the job' learning and support from experienced teachers and mentors.
Teach First	<p>A school-led training route which includes HEI partners that places graduates with strong academic records in disadvantaged schools.</p> <p>Teach First's Leadership Development Programme is a two-year course of training, coaching, work experience and leads to a PGCE qualification. The first year is equivalent to the ITT and the second is equivalent to the NQT or statutory induction year¹⁰.</p>

⁹ School-Centred Initial Teacher Training

¹⁰ When cognitively testing the questionnaire in 2016, Teach First NQTs understood the questions as they were intended (i.e. with questions about induction relating to their second year). Based on the testing and the responses to open questions we are confident that *generally* Teach First NQTs answered the questions with this in mind. However, it is possible that a minority of Teach First NQTs misunderstood some of the survey questions because of the structural differences in their course.

2 Overview of methodology

Ipsos MORI was commissioned by the National College for Teaching & Leadership (NCTL) to conduct the 2017 Newly Qualified Teachers (NQTs) survey. The survey is the latest in a series, the most recent of which ran in 2016.

The survey was conducted online between 2013-2015, running as a census of NQTs. Since 2016, the survey has adapted to use a mixed mode approach, combining online and postal methodology, and moving to a sampled approach. Those NQTs who did not respond to initial email invitations to complete the online survey were subsequently sent a postal questionnaire. Where mobile telephone numbers were available, NQTs were also sent a text message reminder about the survey (with clickable links to complete the survey on their smartphones), at two points during fieldwork in case they had not seen or checked their emails. The online survey was optimised for completion on mobile devices.

Further information about the methodology can be found in the Appendix.

Sampling

NCTL provided a database of eligible NQTs – i.e. those who gained QTS between December 2015 and November 2016. In total, the database contained 20,940 NQTs who were eligible and were contactable for the survey (either had an email or postal address). A sample of 4,923 records was drawn from the database.

The sample was designed to boost sub-groups in the population that were of analytical interest but which would generate small numbers in a fully proportionate sample. These included primary and secondary Teach First NQTs, and those on School Direct (salaried) routes (see table 1 above).

The achieved sample size was 1,639 complete responses, with 1,490 responding online and 149 by post. Data are weighted by phase/route, region, life stage¹¹ and gender to the profile of eligible NQTs in the population.

A breakdown of the sample by route, phase and gender is in the table 2. A full breakdown of the sample can be found in the Appendix.

¹¹ Career changer (aged 32+), Career finder (aged 27-31) or Graduate (aged under 27)

Table 2: Breakdown of sample

	Population		Achieved (unweighted)	
	N	%	N	%
Primary provider led	8,427	40%	475	29%
Primary School Direct salaried	498	2%	101	6%
Primary School direct training	1,981	9%	170	10%
Primary Teach First	433	2%	113	7%
Secondary provider led	5,871	28%	400	24%
Secondary School Direct salaried	436	2%	115	7%
Secondary School Direct training	2,271	11%	146	9%
Secondary Teach First	1,023	5%	119	7%
Grand total	20,940	100%	1,639	100%
Primary (on sample)	11,339	54%	859	52%
Secondary (on sample)	9,601	46%	780	48%
Grand total	20,940	100%	1,639	100%
Female	15,469	74%	1,262	77%
Male	5,471	26%	377	23%
Grand Total	20,940	100%	1,639	100%

Questionnaire design

Ipsos MORI worked with NCTL to develop the 2017 questionnaire. This included the following amends from the 2016 questionnaire:

- Questions on the information obtained before starting initial teacher training were not repeated in 2017.
- New questions on workload were added to explore the extent to which this was discussed prior to training and whether providers and/or schools supported NQTs to eliminate unnecessary workload.
- Questions relating to induction and destinations were updated to account for later fieldwork dates – at the time of fieldwork, many NQTs had completed their NQT year.

Fieldwork

Fieldwork for the 2017 survey was delayed due to the General Election. Compared to previous years (where fieldwork was conducted in May/June), fieldwork for 2017 was conducted from 28th August – 9th October.

Response rates

A total of 1,639 NQTs responded to the survey. This represents an unadjusted response rate of 33% which received the full complement of reminders and a mixed-method surveying approach. In 2016, 1,915 responses were received (an unadjusted response rate of 31%).

Analysis

Results are based on all respondents unless otherwise stated. Please note that where percentages do not sum to 100, this may be due to respondents being able to give multiple responses to a question or computer rounding. An asterisk (*) indicates a percentage of less than 0.5% but greater than zero. A dash (-) indicates a percentage of zero.

Where possible, comparative data has been provided for the 2016 survey. Where there is no data from the 2016 survey, this is either because the question is new for 2017 or because the base definition has changed.

Where sub-group analysis is presented in tables and charts, superscript annotations denotes where the data shows significant differences at the 95% level – i.e. where there

is statistical confidence that the differences are real (in 95 times out of 100), rather than due to sampling error. Annotations have been added where a figure is significantly higher than another.

The analysis in this report is based primarily on NQTs' responses to the 2017 survey questions. Also included in the report are the verbatim responses to a small number of open-ended questions asked in the questionnaire. These verbatim responses were thematically coded and the quotations used in the report reflect the common responses of a question. As the verbatim responses reflect only the views of NQTs who decided to provide a response, the responses have not been quantified.

3 Perceptions of Initial Teacher Training

As in previous surveys in the series, the majority of NQTs were satisfied with the Initial Teacher Training (ITT) they received. Four in five (81%) NQTs rated the overall quality of their training as 7-10 out of 10, with a third rating (32%) it 9-10 out of 10. Moreover, three-quarters (76%) would be likely to recommend their training provider to others. NQTs also gave positive ratings across the aspects of the training course, including the quality of the teaching, support received in schools and from their training provider.

NQTs on the SCITT programmes generally indicated higher levels of satisfaction than NQTs on HEI-led courses and Teach First. Teach First NQTs gave lower ratings for the overall quality of the ITT and the support offered by their school.

Interpreting these ratings is difficult: different training routes and providers will attract different types of candidate, and variations could reflect cohort differences as much as the quality of training itself. Furthermore, the Teach First route is quite distinct¹² (as outlined in table 1) and comparisons with other routes should be made with caution.

3.1 Satisfaction with course provider and likelihood to recommend

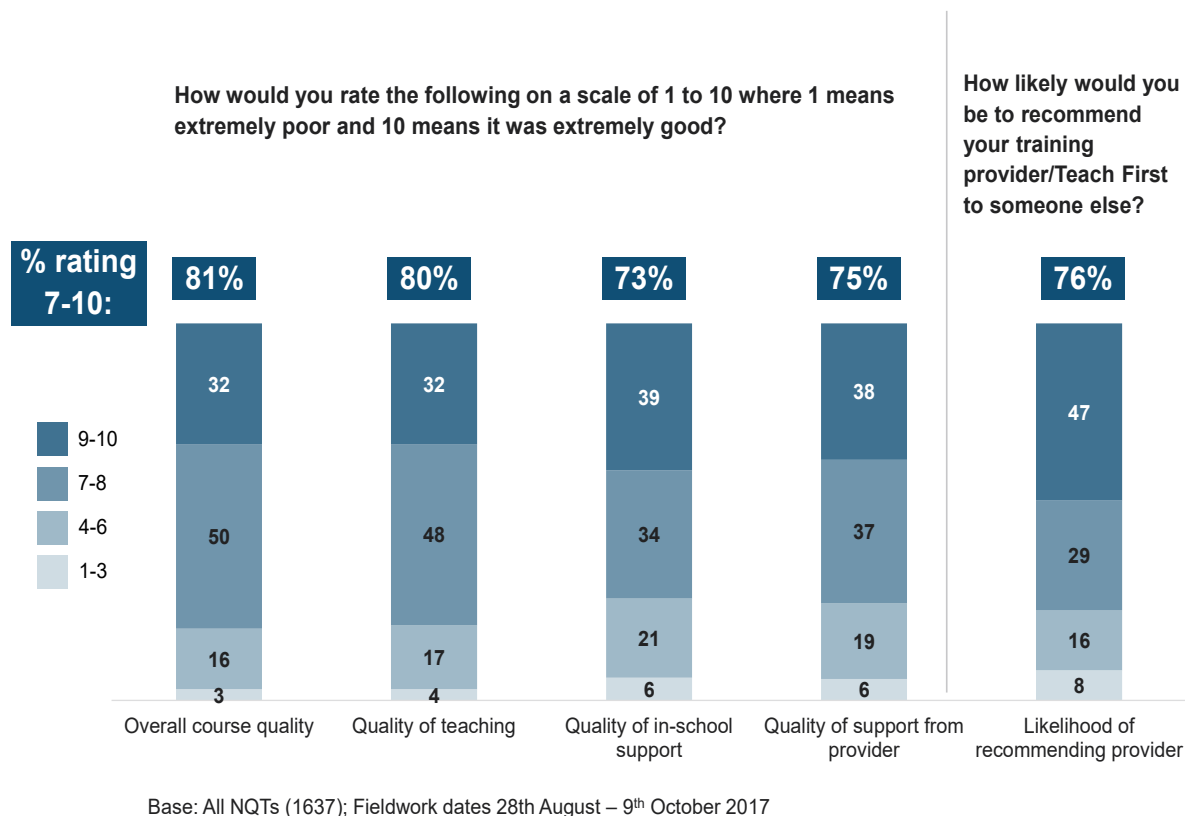
Overall satisfaction with the quality of Initial Teacher Training (ITT) remained high: 81% of NQTs rated their course 7-10 out of 10, in line with the 2016 survey. Similarly, the majority of NQTs gave high ratings for the quality of the teaching, the personal and professional support they received: 73%-80% of NQTs rated each of these aspects as 7-10 out of 10.

Seventy six percent of NQTs would be likely to recommend their training provider (giving a rating of 7-10 out of likelihood of 1-10), in line with 2016 (75%). Forty seven per cent of NQTs would be very likely to recommend their training provider (likelihood of 9-10 out of 10).

However, while NQTs were generally satisfied with the quality of their ITT, there is still room for improvement. Only a third of NQTs gave their course a high rating of 9 -10 out of 10 (32%), a fifth (19%) of NQTs rated their course as 1-6 out of 10.

¹² Teach First is a school-led training route which includes HEI partners that places graduates with strong academic records in disadvantaged schools.

Figure 1: NQTs' ratings of the quality of their Initial Teacher Training



Support

The quality of the taught programme has improved by 5 percentage points from 2016, when 75% gave a rating of 7-10 out of 10

The balance of practical and theory

NQTs were generally content with the balance of practical and theoretical training that they received on their course, though in line with previous years they were more likely to say that they received the right amount of practical training than the right amount of theoretical training (76% practical vs. 67% theory). One in five (19%) NQTs said they received too little practical training. The same proportion felt they received too much theoretical training (20%).

Table 3: NQTs' views of the amount of practical experience and theory on their ITT

		Amount of theory				Total
		Too much	About right	Too little	Not sure	
Amount of practical experience	Too much	*	2%	1%	-	3%
	About right	10%	55%	10%	*	76%
	Too little	9%	9%	1%	-	19%
	Not sure	*	*	-	*	*
	Total	20%	67%	12%	*	100%

Base: All NQTs (1,636) who responded to both questions

NQTs' verbatim comments highlight the importance of the course linking the practical and theoretical aspects of training. Although overall NQTs were generally happy with the balance of practical and theoretical training, some NQTs felt that there were not sufficient practical elements to the training. For example, an NQT commented:

“Often felt like too much time was spent on particular theories which did not seem to clearly link to our teaching practice and it was not made clear why we were looking at concepts and how they linked to teaching. More practical advice would have been beneficial.”

HEI led Postgrad, Secondary, Graduate

Drivers of overall quality of ITT

As perhaps expected, there is a strong correlation between each aspect of ITT and overall ratings of quality. This relationship is most evident in ratings of the overall quality of teaching, support from providers, and the amount of practical experience training.

Table 4: Correlation between the overall quality of ITT and measures of course teaching, support and content

Of those who rated overall quality of ITT highly, also rated other metrics of teaching quality, support and content highly:	Overall quality of ITT rated 1-6 (Base: 324)	Overall quality of ITT rated 7-8 (Base: 798)	Overall quality of ITT rated 9-10 (Base: 513)
Quality of teaching (9-10)	3%	38%	70%
Support in school (9-10)	11%	44%	59%
Support from provider (9-10)	5%	45%	71%
Amount of theory (about right)	43%	72%	84%
Amount of practical (about right)	51%	82%	91%

Base: NQTs surveyed 28 August – 9 October 2017; see columns for base sizes for each group

3.2 Variations by training route and provider type

Across the different types of training provider, ratings are fairly consistent, with the most marked differences apparent when comparing the highest ratings of 9-10 out of 10.

Overall, SCITTs are generally rated the highest. These results should be treated with caution as different training routes and providers will attract different types of candidate, and variations could reflect cohort differences as much as the quality of training itself.

- **Ratings for SCITT providers were higher than Teach First and HEI providers on all aspects of the quality of the training programme.** For example, NQTs that trained with a SCITT were significantly more likely to feel they received the ‘right amount’ of practical training (89%) compared to NQTs that trained with a HEI (75%) or Teach First (68%).
- **Teach First NQTs were more likely to give lower ratings for the quality of the taught programme, compared to other providers.** Of the Teach First NQTs, 28% gave the teaching a rating 1-6 out of 10, compared to 19% of HEI and 14% of SCITT respondents.
- **The SCITT-led postgraduate route was rated more highly than other courses across most measures of course quality including the quality of teaching, the support received by the school and receiving the right amount of practical experience on their training course.** NQTs on SCITT-led postgraduate courses were the most likely of all NQTs attending all providers to give a high rating of 9-10 out of 10 for likelihood to recommend their provider. The exception where they did not provide a significantly higher rating was for the course providing the right amount of theory.

- **NQTs trained on SCITT-led School Direct Salaried routes were more likely to recommend their training provider than NQTs on other routes.** For example, when asked if they would recommend their course provider, 84% of NQTs on SCITT-led School Direct Salaried routes gave a rating of 7-10 out of 10. By comparison, 70% of NQTs on HEI-led School Direct Salaried gave it this rating.

Table 5: Summary of quality ratings by training provider type and route

			% rated 7-10 out of 10				% 'about right'		% rated 7-10 out of 10
			Overall quality of ITT	Quality of teaching	Support in school	Support from provider/ Teach First	Amount of theory	Amount of practical	Likely to recommend
		All NQTs (1,637)	81	80	73	75	67	76	76
School Direct - salaried	A	SCITT-led (91)	89^(H)	81	77^(H)	83^(B,H)	69	90^(D, G,H)	84^(B,G,H)
	B	HEI-led (123)	75	74	76^(H)	65	64	86^(D,G,H)	70
Postgraduate programme	C	SCITT-led (95)	87^(B, H)	86	81^(D,H)	82^(B)	69	91^(D,G)	84^(B, G)
	D	HEI-led (583)	82^(H)	80	71^(H)	75^(B)	65	76^(G,H)	77^(H)
School Direct - fee	E	SCITT-led (86)	84^(H)	77	76^(H)	81^(B,H)	72	85^(G,H)	78
	F	HEI - led (230)	79	77	77^(H)	73^(H)	68	84^(D,G,H)	76
Undergraduate	G	HEI (195)	81^(H)	81	78^(D,H)	73	69	63	73
Teach First	H	Teach First (232)	72	77	56	61	63	68	68

Base: All NQTs (1,637) surveyed 28 August – 9 October 2017; see rows for sub-group base sizes

Table 6: Summary of quality ratings by route/provider, showing highest ratings of 9-10

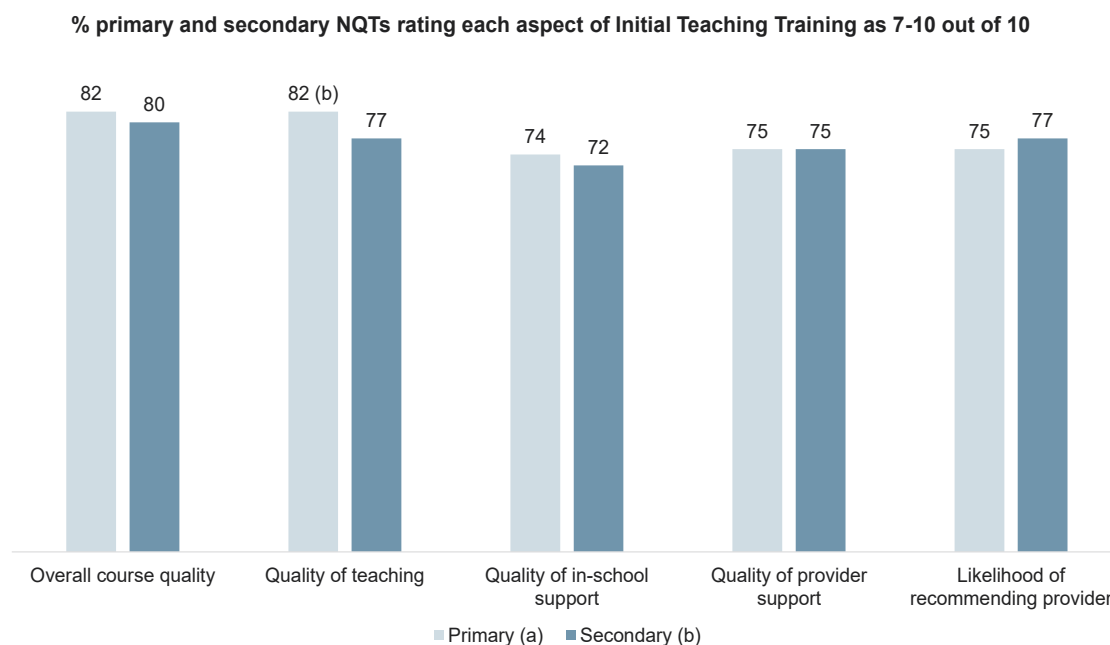
		% rated 9-10 out of 10				% 'about right'		% rated 9-10 out of 10
		Overall quality of ITT	Quality of teaching	Support in school	Support from provider / Teach First	Amount of theory	Amount of practical	Likely to recommend
	All NQTs (1,637)	32	32	39	38	67	76	47
A	SCITT-led postgrad (95)	51 ^(D,E,F,G,H)	46 ^(D,E,F,G,H)	43	48 ^(E,B)	69	91 ^(D,E,H)	65 ^(C,D,E,F,G,H)
B	SCITT-led School Direct salaried (91)	46 ^(D,E,F,G)	39 ^(D,G)	52 ^(E)	42 ^(G)	69	90 ^(D,E,H)	54 ^(F,G)
C	SCITT-led School Direct fee (86)	40 ^(H)	35	43 ^(H)	52 ^(D,E,F,G,H)	68	85 ^(D,H)	49 ^(H)
D	HEI-led undergrad (195)	31 ^(H)	26	40 ^(H)	36 ^(H)	69	63	43
E	HEI-led postgrad (583)	30 ^(H)	33 ^(H)	35 ^(H)	36 ^(B,H)	65	78 ^(D,H)	48 ^(H)
F	HEI-led School Direct fee (230)	30 ^(H)	30	48 ^(E,H)	39 ^(G,H)	68	84 ^(D,E,H)	42
G	HEI-led School Direct salaried (123)	27	25	44 ^(H)	26	64	86 ^(D,E,H)	40
H	Teach First (232)	19	26	27	24	63	68	34

Base: All NQTs (1,637) surveyed 28 August – 9 October 2017; see rows for sub-group base sizes

3.3 Variations by phase

Generally, primary- and secondary-trained NQTs gave comparable ratings across most measures regarding the quality of the training. For example, 82% of primary-trained and 80% of secondary-trained NQTs rated the overall quality of their ITT as a 7-10 out of 10. However, primary-trained NQTs were more positive than secondary-trained NQTs about the quality of the taught programme (82% vs. 77% gave a rating of 7-10) for the first time since 2015.

Figure 2: NQTs' ratings of Initial Teacher Training by phase



Base: All primary (859) and secondary (778) NQTs; Fieldwork dates 28th August – 9th October 2017



Department for Education

There was greater variation in views about whether they received the 'right amount' of practical experience. Secondary-trained NQTs were more positive than primary NQTs about receiving the 'right amount' of practical training (82% vs. 72%). Reflecting this, primary NQTs were more likely to say that the training provided them with 'too little' practical experience (25% vs. 13%).

The greatest improvement since the 2016 survey is among primary-trained NQTs (excluding Teach First) for the quality of support they received from their provider. In the 2016 survey, 65% of primary-trained NQTs gave a rating of 7-10 out of 10 for the quality of support they received from their provider, increasing to 75% in 2017.

3.4. Other variations in perceptions of training quality

There were a few significant differences to note on specific measures:

- Female NQTs were significantly more content with the receiving the 'right amount' of theoretical background than male NQTs (69% compared with 59% respectively).
- 'Career changers'¹³ were more likely than graduates¹⁴ to report receiving 'too little' theoretical background (16% compared with 11% respectively).
- NQTs who spent the least amount of time with pupils were least likely to recommend their training provider. Among NQTs who spent up to 13 weeks with pupils, 32% gave a score of 1-6 out of 10 for likelihood to recommend their provider compared with 20% of those spending 14-26 weeks with pupils.
- NQTs who had completed multiple school placements were less likely to recommend their training provider (11% of NQTs who had completed 5 or more placements gave a score of 1-2 out of 10 for likelihood to recommend their provider, compared with 3% of NQTs who had completed 3-4 placements).

¹³ This is defined as NQTs aged 33 and over.

¹⁴ Defined as under 27.

4 Preparedness for teaching

As in 2016, NQTs were particularly positive about their preparedness for the general teaching skills required. In contrast, NQTs felt less well prepared to teach English as an Additional Language (EAL), teach pupils with special educational needs or disabilities (SEND), deploy support staff in the classroom and communicate with parents/carers.

As in previous years, secondary-trained NQTs typically felt that their training had prepared them better for teaching than primary-trained NQTs, though the gap is closing.

SCITT-trained NQTs typically felt their training had prepared them better than NQTs that trained with other types of providers: SCITT-trained NQTs gave significantly higher ratings than those who trained with Teach First on 11 out of the 16 aspects of teaching asked about in the survey, and higher than HEI-led NQTs on 10 out of 16 aspects.

4.1 General teaching skills

The majority of NQTs felt their training prepared them well for most of the 22 aspects asked about in the survey (see table 5). As in the 2016 survey, NQTs felt positive about how their training provided general teaching skills such as planning effective lessons (80% giving a rating of 7-10 out of 10), pupil safeguarding (91% giving a rating of 7-10 out of 10), and maintaining professional standards of conduct (91% giving a rating of 7-10 out of 10).

Table 7: Proportion of NQTs saying their ITT prepared them well for each aspect of teaching

	Teaching skill acquired			
% rating 7-10	General teaching skills/ requirements	Career development/ progression	Subject teaching	Teaching pupils with specific/ differing needs
80%+	<ul style="list-style-type: none"> Personal/ professional conduct (91%) Pupil safeguarding (91%) Plan effective lessons (80%) 			
70-79%	<ul style="list-style-type: none"> Maintain good behaviour (74%) Promote British values (74%) Provide effective feedback to pupils (72%) Secure pupils' progress (72%) 	<ul style="list-style-type: none"> Identify your CPD needs (76%) 	<ul style="list-style-type: none"> Teach primary maths (77%) 	<ul style="list-style-type: none"> Teach across a range of abilities (73%)
60-69%		<ul style="list-style-type: none"> Apply for teaching positions (65%) Stay up-to-date with educational research (63%) 	<ul style="list-style-type: none"> Teach your specialist subject(s) (65%) Teach pupils to read (primary) (63%) Teach all curriculum subjects (primary) (62%) 	
50-59%	<ul style="list-style-type: none"> Deploy support staff effectively (54%) Communicate with parents/carers (54%) 			<ul style="list-style-type: none"> Teach across all ethnic backgrounds (53%) Teach SEND pupils (53%)
40-49%			<ul style="list-style-type: none"> Teach reading and comprehension (secondary) (41%) 	<ul style="list-style-type: none"> Assess the progress of SEND pupils (40%)
<40%				<ul style="list-style-type: none"> Teach EAL pupils (39%)

NQTs gave the lowest ratings for the teaching aspects that related to teaching different types of pupils – in line with 2016. NQTs felt least prepared to teach English as an Additional Language (EAL): 39% of NQTs gave a score of 7-10 out of 10 for this aspect. Just over half (53%) of NQTs rated teaching pupils with special educational needs or disabilities 7-10 out of 10.

NQTs who had spent 40 weeks or more teaching pupils reported feeling more prepared to teach pupils from all ethnic backgrounds (56% gave a rating 7 to 10 out of 10). However, in both teaching and assessing the progress of pupils with special educational needs or disabilities those who had taught for 27-39 weeks gave the highest rating.

NQTs' verbatim comments highlight the importance of ensuring NQTs feel confident and prepared for teaching pupils with specific needs. The comments below are typical of those made on this subject:

“My main placement was in a SEN school which is the area that I would like to go into. It would be great if there was more support from specialised professionals/ teachers... Most of the training was geared towards mainstream.”

HEI School Direct Salaried, Primary, sample size too small

“Having gone into Special Educational Needs education (specialist school) I found the information and resources surrounding teaching children with special needs to be minimal and of poor quality. With more and more children with SEN being educated in mainstream this is an issue that really needs to be addressed - from my experience newly qualified teachers are entering the profession unprepared for the vast array of need, ability and behaviours.”

HEI led Undergraduate, Primary, sample size too small

4.2 Variation by route

The final column of the table 6 below demonstrates the extent of the variation by training provider. NQTs felt prepared to take responsibility for safeguarding regardless of route, but experience greater variation in deploying support staff, teaching pupils with SEND, staying up to date with education research and teaching across a range of subjects.

Table 8: Proportion of NQTs that felt ITT prepared them well to teach specialist subjects, by training provider

		Training Route					
% rating each aspect as 7-10	All NQTs	School Direct Salaried (A)	School Direct Fee (B)	Teach First (C)	Postgraduate (D)	Undergraduate (E)	% difference between route
Base: all NQTs trained in each route	(1,636)	(215)	(309)	(229)	(672)	(195)	-
Take responsibility for pupil safeguarding	91	95^(C)	91	89	90	92	6
Follow high standards of personal and professional conduct	91	93	92	87	90	93^(C)	6
Plan effective lessons	80	81	80	77	80	82	5
Teach primary mathematics	77	78	80	72	78	75	8
Identify your CPD needs in your current role	76	73	77^(C)	67	77^(C)	76	10
Maintain good behaviour in classroom	74	79^(D)	75	73	72	79	7
Promote British values such as democracy, liberty, mutual respect and tolerance	74	79^(E)	78^(E)	72	73	69	10
Teach pupils across a range of academic abilities	73	77	74	68	72	75	9
Provide effective feedback	72	76^(C)	76^(C)	66	71	72	10
Make use of formative and summative assessment	72	71	76^(C)	65	71	71	11
Teach your specialist subject(s)	65	64	65	70	64	73	9

		Training Route					
% rating each aspect as 7-10	All NQTs	School Direct Salaried (A)	School Direct Fee (B)	Teach First (C)	Postgraduate (D)	Undergraduate (E)	% difference between route
Apply for teaching positions	65	52^(C)	66^(A,C)	28	68^(A,C)	69^(A,C)	41
Teach pupils to read, including phonics and comprehension	63	61	67^(C)	54	64	61	13
Stay up-to-date with educational research	63	61^(C)	66^(C)	49	62^(C)	66^(C)	17
Teach across the full range of subjects in the curriculum	62	69^(C)	70^(C,D,E)	53	61	59	17
Deploy support staff effectively	54	58^(C)	54^(C)	42	53^(C)	62^(C,D)	20
Communicate with parents/carers	54	66^(C,D,E)	60^(E)	55	53	47	19
Teach pupils from all ethnic backgrounds	53	62^(B,E)	50	53	55	49	13
Teach pupils with special educational needs or disabilities	53	62^(C,D,E)	58^(C,E)	45	53^(C)	48	29
Teach reading and comprehension	41	47	43	39	41	12	8
Assess the progress of pupils with special educational needs or disabilities	40	49^(C,E)	42^(C,E)	32	42	32	17
Teach pupils with English as an Additional Language	39	45^(C,E)	40	34	40	34	11

4.3 Variation by phase

At first glance, secondary-trained NQTs appear to feel more prepared for teaching than primary-trained NQTs. However, comparison to 2016 survey would suggest that the gap is closing. Whereas secondary-trained NQTs felt significantly more prepared across 14 areas in 2016, this has reduced to just 3 in 2017: “Teach your specialist subject”, “Teach pupils with special educational needs or disabilities” and “Assess the progress of pupils with special educational needs or disabilities”. Primary-trained NQTs are now also more likely to feel prepared to maintain good behaviour than secondary-trained NQTs (78% compared with 70% respectively).

Table 9: Proportion of NQTs that felt ITT prepared them well for each aspect of teaching, by training provider

% rating each aspect as 7-10	All NQTs	Primary (A)	Secondary (B)
Base: all NQTs trained in each phase:	(1,620)	(843)	(777)
Take responsibility for pupil safeguarding	91	91	91
Follow high standards of personal/ professional conduct	91	91	91
Plan effective lessons	80	80	80
Teach primary maths (primary)	77	77	-
Identify your CPD needs in your current role	76	76	76
Maintain good behaviour in classroom	74	78^B	70
Promote British values such as democracy, liberty, mutual respect and tolerance	74	72	75
Teach pupils across a range of academic abilities	73	73	73
Make use of formative and summative assessment to secure pupils progress	72	70	74
Provide effective feedback to pupils	72	70	74
Teach your specialist subject (s)	65	51	81^A
Apply for teaching positions	65	64	65
Teach pupils to read, including phonics and comprehension (primary)	63	63	-
Stay up-to-date with educational research	63	64	61
Teach pupils across the full range of subjects in the curriculum	62	62	-
Deploy support staff effectively	54	62^B	45
Communicate with parents/carers	54	53	56
Teach pupils from all ethnic backgrounds	53	51	56
Teach pupils with special educational needs or disabilities	53	48	59^A
Teach reading and comprehension (secondary)	41	-	41
Assess the progress of pupils with special educational needs or disabilities	40	34	47^A
Teach pupils with English as an Additional Language	39	37	41

5 Workload

Questions were added this year for NQTs who have completed or are currently progressing their statutory induction about their experiences of workload.

65% say they had a discussion about their NQT year workload with their training provider or placement school(s) prior to the induction. Among those who did have a discussion, most say the workload was the same as expected (62%), though 28% say it was bigger than expected.

NQTs were also asked to what extent they felt they were encouraged by either their training provider or their placement school(s) to reduce unnecessary workload around marking, planning and teaching resources, and data management. Between 26% and 52% reported that they had been encouraged to a fair or great extent to reduce workload, particularly in relation to marking and planning. NQTs were more likely to feel encouraged to reduce workload for the three aspects asked about in the survey by their placement school(s) than by their training provider.¹⁵

5.1 Expectations of workload

Sixty five per cent of NQTs who were in progress or had completed their induction year said they had discussed what their workload would be like with their training provider or placement school(s).

Of those who had discussed what their workload would be like, 62% said their workload in the induction year was the same as they expected, but 28% said it was bigger than expected.

Those who gave the highest ratings (9-10) for the induction year overall were significantly more likely to have had a discussion about expected workload than NQTs who gave the lowest ratings (1-4) overall (76% vs. 42%).

Similarly, there was an association between overall ratings of the induction year and whether NQTs' workloads were as expected. Those who gave their induction the highest ratings (9-10 out of 10) were more likely to find the workload the same as expected, compared to those who gave lower ratings (1-4 out of 10) for the induction overall (66% vs. 52%).

¹⁵ The training provider has responsibility for initial teacher education (ITE) not NQTs and their induction.

5.1.1 Variations by subgroups

There were limited variations between subgroups in terms of whether workload had been discussed or how the workload compared to what they expected. There were however a few significant differences:

- As shown in Table 8, the proportion of NQTs who had discussed what their workload would be like with their training provider or placement school(s) was very similar across training routes and provider types with the exception of the Teach First route. Teach First NQTs were significantly less likely to have had this discussion (49% vs. 63-67%) compared to other routes.¹⁶ However, Teach First NQTs were more likely to report workload in their NQT year as being the same as expected (78%) compared to other training routes (Table 9).

Insight from an open response question about the induction year revealed that Teach First NQTs may have more to base their expectations on due to having already completed a year in school:

“Having completed the Teach First route and already done a year working as a full time class teacher during my training year put me in a much stronger position than other NQTs coming into the school from other routes in terms of teaching experience and understanding expectations/ workload etc.”

Teach First, Primary, sample size too small

- London and the North East were least likely to have had a discussion about workload in comparison to other regions: 41% of NQTs in London and 46% in the North East had not had this discussion, whilst between 22% and 35% had not in other regions. There were however no differences between regions in how workload compared to what NQTs had expected.
- Secondary-trained NQTs were more likely to report the workload being the same as expected compared to primary-trained NQTs (65% vs. 58%).
- Career changers were more likely than graduates to find the workload bigger than expected (35% vs. 26%).
- NQTs who had placements in 0 to 2 schools were more likely to have found the workload to be as expected than NQTs who had had 3 to 4 placement schools (65% vs. 56%).

¹⁶ It is important to bear in mind that in Teach First and other salaried routes, workload is discussed at the start of the placement, therefore respondents on these routes may be less likely to recall these discussions.

Table 10: Discussion about induction workload with NQTs

Did your training provider or placement school(s) discuss what your workload would be like in your NQT year?

	School Direct Salaried (A)	School Direct Fee (B)	Teach First (C)	Provider led Postgraduate (D)	Provider led Undergraduate (E)
Base	204	279	227	597	171
Yes	64^(C)	65^(C)	49%	67^(C)	63^(C)
No	31	31	46 (A,B,D,E)	30	30

Base: All NQTs who have completed or are currently completing statutory induction (1478); Fieldwork dates 28 August – 9 October 2017.

Table 11: NQTs' experiences of workload compared to expectations

Was your workload in your NQT year bigger than expected, smaller than expected or about the same as you expected?

	School Direct Salaried (A)	School Direct Fee (B)	Teach First (C)	Provider led Postgraduate (D)	Provider led Undergraduate (E)
Base	132	182	106	399	110
Smaller than expected	8%	9%	8%	10%	12%
The same as expected	67%	64%	78% (B,D,E)	60%	55%
Bigger than expected	25%^(C)	26%^(C)	14%	29%^(C)	32%^(C)

Base: All NQTs who had discussed workload with provider or placement school(s) (929); Fieldwork dates 28 August – 9 October 2017.

5.2 Encouragement to reduce unnecessary workload

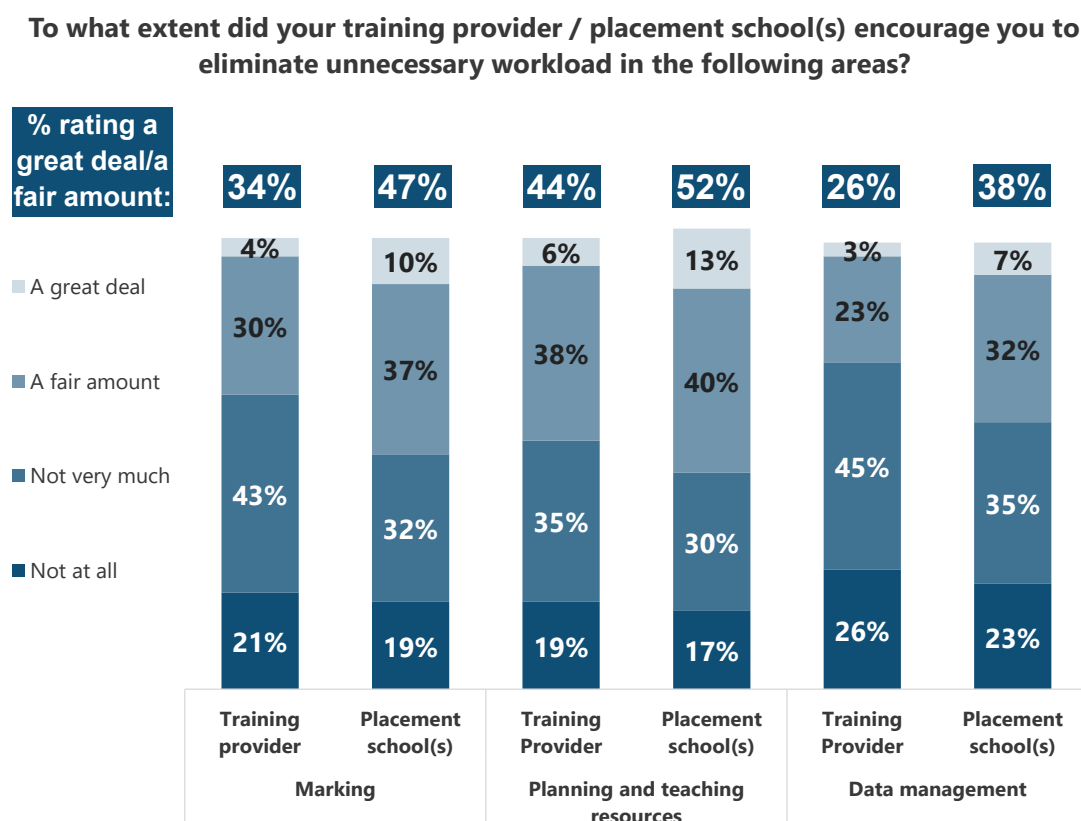
NQTs were asked to what extent they felt they were encouraged to reduce unnecessary workload around marking, planning and teaching resources, and data management. As can be seen in Figure 5, up to half of NQTs (26% to 52%) felt they had been encouraged to at least a fair extent to reduce unnecessary workload across the three areas.

NQTs were most likely to feel encouraged to at least a fair extent to reduce workload around planning and teaching resources, by both training provider and placement school(s). They were least likely to feel encouraged to reduce workload around data management.

Across all three areas, NQTs were significantly more likely to feel they had been encouraged to reduce unnecessary workload a fair amount or a great deal by their placement school(s) than by their training provider.

Encouragement to reduce workload in each area by placement schools and training providers was also associated with higher overall satisfaction with the induction year.

Figure 3: Encouragement to reduce workload by training provider/placement school(s)



Base: All NQTs who are currently completing or have completed statutory induction (1,636); Fieldwork dates 28 August – 9 October 2017

5.2.1 Variations by subgroups in encouragement by training provider

The extent to which NQTs were encouraged by their training provider to reduce unnecessary workload around each area was generally similar across subgroups, although there were some exceptions:

- As shown in Table 10, undergraduate NQTs were least encouraged to reduce workload around both marking and data management (23% and 17% answering a great deal/a fair amount respectively).
- Compared to primary-trained NQTs, secondary-trained NQTs were more likely to be encouraged to at least a fair extent to reduce workload around data management (32% vs. 20%) and planning and resources (48% vs. 41%).

Table 12: Encouragement to reduce unnecessary workload by training provider by route

To what extent did your training provider encourage you to eliminate unnecessary workload in the following areas?

		School Direct				Non School Direct			
		SCITT led School Direct Salaried (A)	SCITT led School Direct Fee (B)	HEI led School Direct Salaried (C)	HEI led School Direct Fee (D)	SCITT led Postgraduate (E)	HEI led Undergraduate (F)	HEI led Postgraduate (G)	Teach First (H)
	Base	91	86	124	230	95	196	584	232
Marking	A great deal/fair amount	37% ^(F)	35%	36% ^(F)	39% ^(F)	31%	23%	37% ^(F)	37% ^(F)
	Not very much/not at all	62%	65%	61%	60%	63%	73% (C,D,G,H)	61%	59%
Planning and teaching resources	A great deal/fair amount	44%	37%	37%	49% (C,F)	45%	39%	46%	43%
	Not very much/not at all	53%	63%	63% (D,G)	51%	54%	57%	53%	53%
Data management	A great deal/fair amount	27% ^(F)	28% ^(F)	23%	30% (F,H)	27%	17%	28% (F,H)	21%
	Not very much / not at all	70%	69%	72%	68%	69%	78% (D,G)	68%	74%

Base: All NQTs (1,636); Fieldwork dates 28 August – 9 October 2017

5.2.2 Variations by subgroups in encouragement by placement school(s)

Similarly to encouragement by training providers, the extent to which NQTs were encouraged by their placement school(s) to reduce unnecessary workload around each area was generally similar across subgroups. There were again some exceptions:

- NQTs with a disability were more likely than those without a disability to be encouraged to at least a fair extent to reduce workload around planning and teaching resources (62% vs. 51%).
- Graduates and career finders were more likely to be encouraged to reduce workload around data management than career changers (40% vs. 30%; 39% vs. 30%).
- As shown in Table 11, secondary-trained NQTs were more likely than primary-trained NQTs to report being encouraged not very much or at all to reduce workload around data management (62% vs. 56%).

Table 13: Encouragement to reduce unnecessary workload by placement school(s) by phase

To what extent did your placement school(s) encourage you to eliminate unnecessary workload in the following areas?

		Primary (A)	Secondary (B)
	Base	857	779
Marking	A great deal / fair amount	49%	45%
	Not very much / not at all	50%	54%
Planning and teaching resources	A great deal / fair amount	53%	52%
	Not very much / not at all	46%	47%
Data management	A great deal / fair amount	40%	36%
	Not very much / not at all	56%	62%^(A)

Base: All NQTs (1,636); Fieldwork dates 28 August – 9 October 2017

6 Perceptions of statutory induction overall

NQTs were asked about their statutory induction year. The statutory induction usually refers to the first full school year that an NQT works in a school in England. The induction combines a personalised programme of development, support and professional dialogue with monitoring and an assessment of performance against the relevant standards.

There was a small change to question wording in this year's survey compared to last year. NQTs were asked this year about the quality of their 'NQT year', rather than the quality of their 'induction'. However, the preamble to questions about the induction, which explained what both terms refer to, remained the same as last year.

Additionally, NQTs completed the survey between August and October 2017 (rather than May to July as in previous years), so 80% of NQTs had completed their induction. Ninety percent of NQTs were in progress or had completed their statutory induction. These NQTs were content with the induction year: 76% rated their induction between 7 and 10.

NQTs were also asked about their satisfaction with four elements of the induction year: the amount of free time for planning, preparation and assessment; support from a tutor; feedback on teaching observations; and guidance on identifying appropriate continuing professional development. Ratings for these individual elements of the induction were generally high, with at least 70% of NQTs giving a rating of 'about the right amount' for each of the four elements.

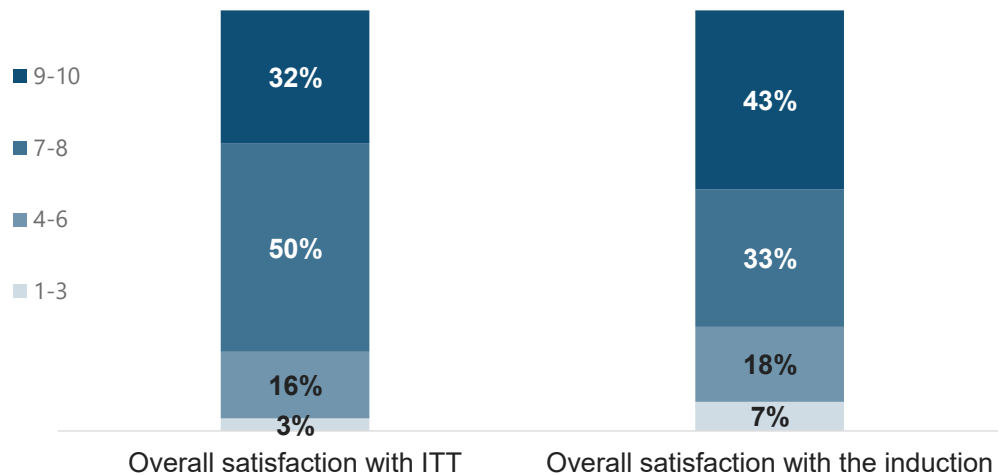
6.1 Overall quality of the induction

Generally, NQTs were content with the quality of their NQT year. Seventy six percent gave it a rating of between 7 and 10, with 43% giving a rating of 9 to 10. Only 7% rated their NQT year between 1 and 3.

Figure 6 shows the distribution of results for overall ratings of the induction and ITT. Ratings of the induction and ITT were similar at the lower end of the scale, with few NQTs giving ratings between 1 and 3. At the top end of the scale, more NQTs gave the induction ratings of between 9 and 10 than for the ITT, suggesting that more NQTs were highly positive about the induction than the ITT.

Figure 4: Quality ratings of the induction and ITT

How would you rate the overall quality of your induction on a scale of 1 to 10 where 1 means the training was extremely poor and 10 means it was extremely good?



Base: All NQTs have completed or are currently completing statutory induction (1477) ; Fieldwork dates 28 August – 9 October 2017

Ipsos MORI
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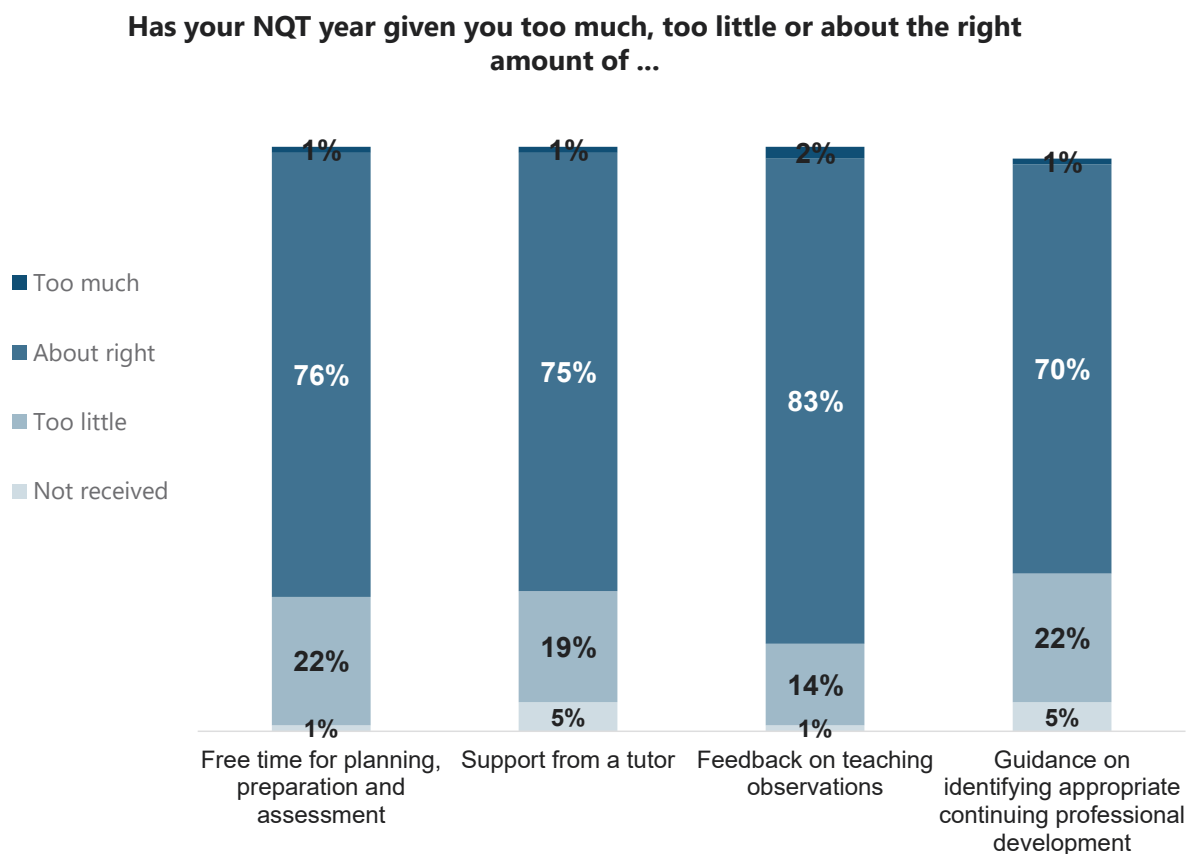
6.1.1 Satisfaction with induction elements

The survey also asked NQTs to rate whether they received too little, too much, or about the right amount of time or support in the following areas:

- free time for planning, preparation and assessment;
- support from a tutor;
- feedback on teaching observations; and,
- guidance on identifying appropriate continuing professional development.

As can be seen in Figure 7, ratings of the above areas were generally high: no fewer than 70% of NQTs said their induction gave them ‘about the right amount’ of time or support across all four elements. Specifically, feedback on teaching observations was most often rated as ‘about right’ (83%), followed by free time for planning, preparation and assessment (76%) and support from a tutor (75%). Guidance on identifying appropriate continuing professional development was least often rated as ‘about right’ (70%).

Figure 5: NQTs' satisfaction with elements of the induction



Base: All NQTs have completed or are currently completing statutory induction (1477) ; Fieldwork dates 28 August – 9 October 2017

Additionally, those who gave the induction the highest scores (9-10) overall were also more likely to rate each element as 'about right', compared to those who gave the overall induction lower scores. This suggests that all of the elements asked about in the survey are important for providing a good quality induction.

Of those who gave the overall induction the lowest scores (1-4), 28% said they had not received any guidance from a tutor and 27% said they had not received guidance on identifying appropriate continuing professional development. By comparison, 92% of those who rated the overall induction the highest scores (9-10) said they had received the right amount of these elements, implying that receiving enough of these two aspects is particularly important for a good induction experience.

6.1.2 Variations by training route and provider type

Quality ratings of the induction did not vary greatly by training route, although ratings among Teach First NQTs were lower (51% of Teach First NQTs gave their induction a rating of between 7 and 10). By comparison, a minimum of 77% gave a rating of 7-10 for other training routes. In terms of provider types, Teach First was also less likely to be rated 7-10 than HEI (51% vs. 78%) and SCITT (51% vs. 74%).

Table 12 illustrates the differences in satisfaction for each element between training routes and providers. In line with lower overall induction ratings by Teach First NQTs, about a third of Teach First NQTs rated the amount of time or support received on each individual element of the induction as too little, with guidance on identifying appropriate continuing professional development most often rated as too little (42%).

Insight from open response questions suggested that Teach First NQTs might feel that their needs at this stage are different from other NQTs, and that the induction year does not adequately account for this:

“Because the first year of Teach First is somewhat similar to an NQT year for a teacher following the traditional PGCE route, the NQT year would be more effective if planned slightly differently for Teach First / Schools Direct teachers. The mentors and training could focus more on advanced skills, career progression and specialisms for example. Much of the training is repeated, and because your mentor has already spent a year with you on the basics, for me this year I stagnated as my mentor didn't offer me any further knowledge or development.”

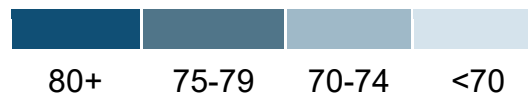
Teach First, Primary, Sample size too small

Table 14: Satisfaction with induction elements by route by provider

Has your induction given you too much, too little or about the right amount of ...
% answered 'about right'

	School Direct				Non School Direct			
	SCITT led School Direct Salaried (A)	SCITT led School Direct Fee (B)	HEI led School Direct Salaried (C)	HEI led School Direct Fee (D)	SCITT led Postgraduate (E)	HEI led Undergraduate (F)	HEI led Postgraduate (G)	Teach First (H)
Base	86	80	118	199	84	171	510	228
...free time for planning, preparation and assessment?	81% ^(H)	85% (C,G,H)	70%	75% ^(H)	78% ^(H)	85% (C,D,G,H)	73% ^(H)	64%
...support from a tutor?	75% ^(H)	71% ^(H)	76% ^(H)	82% ^(F,H)	74% ^(H)	71% ^(H)	79% (F,H)	48%
...feedback on teaching observations?	82% ^(H)	84% ^(H)	81% ^(H)	86% ^(H)	80% ^(H)	87% ^(H)	84% ^(H)	62%
...guidance on identifying appropriate continuing professional development?	71% ^(H)	74% ^(H)	63% ^(H)	76% (C,H)	70% ^(H)	70% ^(H)	73% (C,H)	46%

Base: All NQTs who are currently completing or have completed statutory induction (1,477);
Fieldwork dates 28 August – 9 October 2017



6.1.3 Variations by phase

Although there were no differences in overall quality ratings between primary and secondary-trained NQTs, there were differences in ratings for individual elements of the induction year. Secondary-trained NQTs were more likely than primary-trained NQTs to rate as too little the amount of free time for planning, preparation and assessment (29% vs. 16%) and the feedback on teaching observations (17% vs. 12%).

6.1.4 Other variations

- Females were more likely than males to report receiving too little support from a tutor (21% vs. 13%).
- On average, NQTs in the East Midlands gave the highest overall rating for the induction year (8.02) compared to other regions, although the difference was only significant relative to the South East (7.68) and South West (7.39).
- NQTs that had completed their induction year were more likely to be satisfied than NQTs who were currently completing the induction: 77% of those who had completed the induction year rated it between 7 and 10, compared to 68% of those currently completing the induction year.

There was no significant variation in induction satisfaction by life stage, disability, or ethnicity.

6.2 Themes from open response questions

The survey included an open response question for NQTs to add any comments they had on the induction year. A few main themes emerged from these responses:

Mentors

NQTs reported good and bad experiences with mentors, and emphasized the importance of having a good mentor for enjoying and managing the induction year well:

“My experience was that the trainee teacher’s experience was very much dependent on the quality and amount of support they received from their mentor. Those with excellent in-school mentors did well, those with unsupportive mentors struggled more than others to get through the year, and either left teaching or transferred to a different school after their trainee year.”

SCITT led School Direct salaried, Secondary, Career Changer

“My placement school has been very supportive. I have had my NQT time each week and weekly meetings with mentors to establish training needs which has been invaluable. I understand from fellow NQT colleagues that this is not the case for everyone which is a shame as this is vital in this first year.”

HEI Led School Direct Fee, Primary, Career Changer

“The school were not equipped to provide support to an NQT. There is insufficient experienced staffing to enable good quality support and mentoring. As such I received no support or ppa/nqt time until the Summer term. However, when I did receive my mentor, she did everything she could to help me to develop.”

HEI led School Direct Fee, Primary, career finder

“My NQT year was a great experience and again the key to my success was having a very strong support network from colleagues, other NQTs, and my NQT mentor and induction tutor.”

SCITT led School Direct Fee, Secondary, sample size too small

Differences between schools

NQTs wrote about experiencing large differences in the support and working environment between different schools:

“I completed a term as NQT in a different school than I am in now last year. That school did not give me any support what so ever and almost made me step out of teaching for good. The school I am at now is absolutely amazing in support, I feel very supported and appreciated by the staff.”

HEI led Postgrad, Secondary, Career Finder

Training

NQTs reported that their experiences of training in the induction year were also strongly affected by the placement school they were in, resulting in both positive and negative experiences. Other negative aspects of training mentioned included:

- Not receiving enough subject- or course-specific training:

“It was very difficult starting NQT year with the start of brand new GCSE and A-Level courses. We had little chance to teach GCSE or A-Level while training, meaning I had to be able to plan and prepare new lessons for this level while getting to grips with how to teach these courses.”

HEI led Postgraduate, Secondary, Graduate

“NQT year would have been far easier if the teacher training (especially subject training) was more adequate and efficient. I was fortunate to work in a fantastic school with superb support, but what about those that weren't so lucky?”

SCITT led School Direct Fee, Secondary, Sample size too small

- Training not always being useful and sometimes getting in the way of other school responsibilities:

“I found the extra training sessions at the beginning of the year a real distraction to teaching. I just wanted to settle and have some time to bed in before taking on board more training suggestions. The sessions took place during the school day so was also disruptive having to set cover and delay getting to know the pupils well.”

HEI led Postgraduate, Career Changer, Secondary

7 Moving into teaching

A lower proportion of NQTs were employed in a full or part-time teaching role at the time of fieldwork in 2017. This is due to a decline in the proportion in a full-time role as the proportion in part-time teaching is unchanged.

NQTs working in teaching roles were asked how they had found out about their current position. Similarly to previous years, the most common route into work was through training with a school.

There were variations in how NQTs found their roles by phase, route, provider and subject. Primary-trained NQTs were more likely than secondary-trained NQTs to find jobs through Local Authority websites, whilst secondary-trained NQTs were more likely to have found their role through teaching press or websites, or through training at a school.

In line with the aims of these routes, School Direct and Teach First NQTs were more likely than other routes to have found their roles through training with schools. NQTs who taught STEM and other EBACC subjects were also more likely than other subjects to have found a job this way.

It is important to note that since this year's survey was carried out later in the year than previous surveys, NQTs may be at different stages of finding their roles. Results may therefore not be directly comparable to results from 2016.

7.1 Proportion of NQTs in a teaching role

At the time of fieldwork, 85% of NQTs surveyed were in a full- or part-time teaching role. This is lower than in 2016 (90%). This is due to the decline in the proportion in a full-time teaching role (82% compared with 87% respectively). The proportion in a part-time role is unchanged (3%). There are no differences by phase, but the proportion of 'career changers' (i.e. those aged 33 and over) in a part-time role is higher than graduates (i.e. those aged under 25) (9% compared with 2% respectively).

7.2 How NQTs found their roles

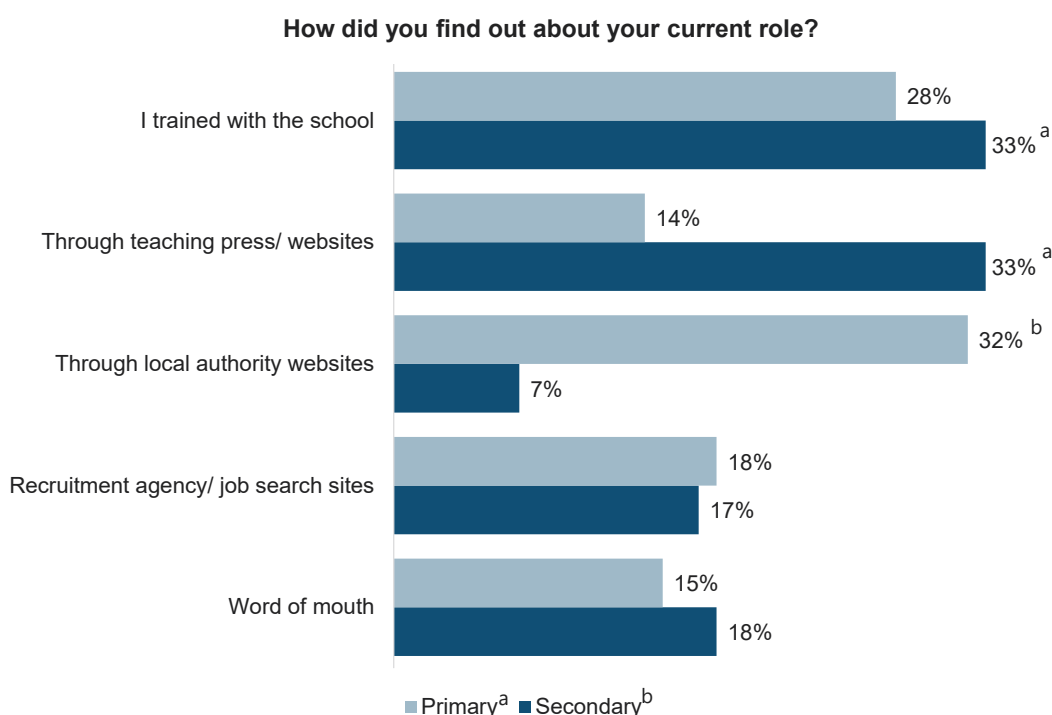
NQTs who were currently employed in a teaching role were asked how they found their current role. The most widely used method of finding a job, mentioned by 30%, was through training with a school. Teaching press or websites (22%) and Local Authority websites (21%) were also popular methods, as well as recruitment agency or job search

sites (17%) and word of mouth (16%). A small number of NQTs found a job through previously working in a school (7%). Overall, results for how NQTs found their roles were very similar to last year.

7.2.1 Variations by phase

Primary-trained NQTs were more likely than secondary-trained NQTs to have found out about their job through local authority websites (32% vs. 7%). By contrast, secondary-trained NQTs were more likely than primary-trained NQTs to have found their role through teaching press or websites (33% vs. 14%).

Figure 6: How NQTs found out about their current role by phase



Base: All NQTs currently working in a teaching role (1496) ; Fieldwork dates 28 August – 9 October 2017

7.2.2 Variations by route and provider type

As shown in Table 13, NQTs from School Direct and Teach First routes were more likely than other routes to find a job through training with a school. NQTs from other routes were more equally divided between using different methods of finding a job.

SCITT led NQTs were also more likely than HEI led NQTs to find out about a job through training with a school (40% vs. 26%). HEI led NQTs were instead more likely than NQTs with other providers to use Local Authority websites and recruitment agencies or job search sites.

Table 15: Breakdown of how NQTs found roles by route by provider

	School Direct				Non School Direct			
	SCITT led School Direct Salaried (A)	SCITT led School Direct Fee (B)	HEI led School Direct Salaried (C)	HEI led School Direct Fee (D)	SCITT led Postgraduate (E)	HEI led Undergraduate (F)	HEI led Postgraduate (G)	Teach First (H)
Base	87	74	114	213	91	182	535	200
Training at the school	62% (B,D-G)	45% (F,G)	59% (D-G)	33% ^(F)	31% ^(f)	17%	26% ^(F)	51% (D-G)
Teaching press/websites	16%	20%	13%	25% ^(C)	22%	18%	25% ^(C)	19%
Local authority websites	7%	13%	7%	18% (A,C,H)	20% (A,C,H)	41% (A,C-E,G,H)	19% (A,C,H)	7%
Recruitment agency/job search sites	8%	10%	7%	18% ^(C)	11%	20% (A,C)	20% (A,C,E)	14%
Word of mouth	8%	22% (A,H)	12%	17%	19%	15%	17% ^(H)	11%

Base: All NQTs currently working in a teaching role (1,496); Fieldwork dates 28 August – 9 October 2017.

7.2.3 Variations by subject

NQTs who taught STEM and other EBACC subjects were almost twice as likely as other subjects to have found a job through training with a school. NQTs teaching modern foreign languages (MFL), Classics and other subjects were more likely to have found a role through teaching press or websites.

7.2.4 Other variations

- Graduate NQTs were more likely than career finders and career changers to use Local Authority websites and recruitment agency/job search websites.
- NQTs who had been in two or less placement schools were more likely to find a job through training with a school than those who had been in three or four schools (34% vs. 22%), or more than 5 schools (34% vs. 20%).
- NQTs in London were most likely to find a job through training with a school (43%) compared to other regions.
- Males were more likely than females to use teaching press or websites (27% vs. 21%) and recruitment agency or job search sites (23% vs. 16%), whilst females were more likely than males to use Local Authority websites (23% vs. 16%).

Appendix: Note on Methodology

A.1 Sample design and profile

NCTL provided a database of eligible NQTs – i.e. those who gained QTS between December 2015 and November 2016. In total, the database contained 20,940 NQTs who were eligible and were contactable for the survey (either had an email or postal address). A sample of 4,923 records was drawn from the database.

The sample was disproportionately stratified by training route (see below) and proportionately stratified by:

- Subject group (STEM/MFL/other EBacc/other subjects),
- Gender (Male/Female),
- Disability status (Disabled/ Not disabled),
- Ethnicity (White/BME),
- Region (Government Office Region), and
- Age.

Table 16: NQT population and sample profile

	Population		Sample	
	N	%	N	%
Primary provider led	8,427	40%	1,459	30%
Primary school Direct salaried	498	2%	255	5%
Primary school direct training	1,981	9%	440	9%
Primary Teach First	433	2%	431	9%
Secondary provider led	5,871	28%	1,133	23%
Secondary school direct salaried	436	2%	300	6%
Secondary school direct training	2,271	11%	372	8%
Secondary Teach First	1,023	5%	533	11%
Grand total	20,940	100%	4,923	100%

The achieved sample size was 1,639 complete responses, with 1,490 responding online and 149 by post. Data are weighted by phase/route, region, life stage and gender to the profile of eligible NQTs in the population.

Table 15 shows the achieved unweighted sample profile and how it compares to the contactable population for the survey.

Table 17: Achieved sample profile (unweighted)

	Population		Achieved (unweighted)	
	N	%	N	%
Primary provider led	8,427	40%	475	29%
Primary School Direct salaried	498	2%	101	6%
Primary School Direct training	1,981	9%	170	10%
Primary Teach First	433	2%	113	7%
Secondary provider led	5,871	28%	400	24%
Secondary School Direct salaried	436	2%	115	7%
Secondary School Direct training	2,271	11%	146	9%
Secondary Teach First	1,023	5%	119	7%
Grand total	20,940	100%	1,639	100%
Primary (on sample)	11,339	54%	859	52%
Secondary (on sample)	9,601	46%	780	48%
Grand total	20,940	100%	1,639	100%
Primary - Career changer (32+)	1,514	7%	158	7%
Primary - Career finder (27-31)	1,517	7%	134	7%
Primary - Graduate (under 27)	8,308	40%	567	40%
Secondary - Career changer (32+)	1,606	8%	163	8%
Secondary - Career finder (27-31)	1,583	8%	146	8%
Secondary - Graduate (under 27)	6,412	31%	471	31%
Grand total	20,940	100%	1,639	100%
Career changer (32+)	3,120	15%	321	20%
Career finder (27-31)	3,100	15%	280	17%
Graduate (under 27)	14,720	70%	1,038	63%
Grand total	20,940	100%	1,639	100%
East Midlands	1,590	8%	154	9%
East of England	1,003	5%	66	4%
London	2,569	12%	243	15%
North East	674	3%	48	3%
North West	3,580	17%	237	14%
South East	2,866	14%	270	16%
South West	1,783	9%	134	8%
West Midlands	1,953	9%	143	9%

	Population		Achieved (unweighted)	
	N	%	N	%
Yorkshire and The Humber	2,464	12%	166	10%
Not given	2,458	12%	178	11%
Grand Total	20,940	100%	1,639	100%
Female	15,469	74%	1,262	77%
Male	5,471	26%	377	23%
Grand Total	20,940	100%	1,639	100%

Design weights were applied to the data for phase/route. Non-response weights were applied by route*phase, region, life stage and gender, with data weighted to the profile of eligible NQTs in the population. The design effect associated with the weights applied was 1.20, which means the effective sample size for analysis is 1,368: in other words, the weights applied were fairly small, which reflects that the profile of responding NQTs was very similar to the population.

A.2 Contacting respondents

Fieldwork was conducted from 28th August – 9th October 2017. Building on the experience of the 2016 survey, sample leads were contacted and invited to take part at multiple points across a range of modes:

- Advanced letters were sent to those who had postal addresses a week before the official survey invitations were sent.
- Sample leads were sent an initial invitation to take part on bank holiday – 28th August. This was an intentional decision, and resulted in a larger initial completion rate than the 2016 study.
- Sample leads were sent an initial email reminder after 2 weeks.
- A third email reminder and postal questionnaire were sent in week 3.
- A text reminder was sent in week 4, tailored by route and to those who has started but not completed.
- A fourth reminder was sent in week 5, tailored by route and to those who has started but not completed.
- A final text reminder was sent in week 6.

Reminders were varied by day of the week and time of day to maximise the potential of reaching respondents.

A.3 Conclusions for future studies

Based on the experience of conducting the survey in 2017, we would recommend the following to be considered for the next round of the survey.

- Timing communication with NQTs with holiday dates – there is a growing body of evidence of spikes in survey response on days of national holiday, as was the case in 2016.
- Integrating additional text notifications earlier in the fieldwork process, pipping in information that creates specific ‘calls to action’, such as route, or location, and including a specific link to take part in the survey through their mobile device.
- Increasing the sample size to ensure that there is adequate representation from specific training provide route subgroups. For example, an initial sample of 4,923 returned 86 responses from those who entered teaching through the SCITT led School Direct (fee) route – this allows for some subgroup analysis, but would benefit from a larger sample size. One option could be to stratify the sample further to upweight these smaller sample groups.
- Continuing to ensure that the survey is mobile-optimised in future waves - a large number of respondents completed the survey through a smartphone.
- In total, 3,017 of the 4,923 in the sample did not open the email invitation or click on the survey link. Though some will have completed the postal survey, or responded to the text invitation, it will be important to continue to look for ways to encourage NQTs to open the email and click on the link. For example, direct contact from providers or more communications to publicise the survey through providers, schools, the trade press and social media.



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